

## Lesson Plan 1: Year 9 English

### Lesson Details

Teacher Education Student			School	
Lesson duration	60 minutes 11:30-12:30	Year 9	Class	
Curriculum area	Stage 5 English	Topic Macbeth	Date	12/10/17

### Lesson Title/Focus

Macbeth revision

### Syllabus Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

### Lesson Intentions

-Students will develop their understanding of the play, in particular its exploration of ambition by analysing one of Macbeth's soliloquys and how particular aspects of language effect meaning.

-Students will be able to analyse examples within the text, using appropriate metalanguage, in order to support an argument

-Students will write sustained and well-structured responses that use evidence to support critical insights into the text

### Assumed knowledge

This is a revision lesson in preparation for yearly exams

-Students already have some knowledge of the play: its structure, characters and thematic concerns.

However, while some knowledge is assumed, a major aim of this lesson is to assess exactly what students know and what they do not understand.

### Differentiation

-Scaffolding and worked examples are used throughout the lesson to cater for students of varying abilities.

-The second half of the lesson is designed so that the teacher has time to work with students individually or in small groups to provide further support if necessary.

As this is the first lesson I have taught this class, a major aim is to assess students' current understanding and skills in order to plan effective differentiation for further lessons.

Focus for	Literacy <ul style="list-style-type: none"> <li>- Develop a greater understanding of the language of the text and use appropriate metalanguage to describe it.</li> <li>- Practice writing well-structured and sustained paragraphs that use evidence to support their critical insights into the text</li> </ul>	Numeracy <ul style="list-style-type: none"> <li>-Logical reasoning</li> <li>-Students practice using the categorical system of plays to find the correct Act, Scene and Line.</li> </ul>	ICT
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Resources and WHS

Student copies of Macbeth

### Teaching and Learning Sequence

Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction  5 mins	<p><b>Outline of learning goals</b> Includes the success criteria for the writing task to be completed this lesson:</p> <ul style="list-style-type: none"> <li>• Demonstrates an insightful understanding of the text, its context, characters and ideas</li> <li>• Effectively evaluates how language forms and features shape</li> </ul>	Students listen to learning goals, discuss them and commit to them.	Students are given a clear understanding of the learning goals and success criteria, enabling formative assessment to be embedded throughout the lesson. These learning goals

	<p>meaning</p> <ul style="list-style-type: none"> <li>Writes a well-structured and sustained response that uses evidence to support critical insights into the text</li> </ul>		
<p>Body</p> <p>5 minutes</p>	<p><b>Read Act 1.7.1-28</b>          -Teacher asks students to think of a word that summarises the soliloquy/their reaction to it as they read</p> <p>-Students' chosen words are used as a starting point for a discussion of the soliloquy</p>	<p>-Students listen to a peer read the soliloquy and write down their summary word</p> <p>-If called on, students share their word with the class</p>	<p>Students' one-word summaries allow the teacher to assess their understanding of the text and their particular interests. This will be used to adapt the focus of the class analysis that follows this activity.</p>
<p>15 minutes</p>	<p><b>Claim, Support</b>  <b>Question: class analysis of soliloquy</b>          -Class analysis of the language of the soliloquy.          -Teacher explicitly teaches content specific metalanguage, encouraging students to use these as they support their claims.</p>	<p>-Students make claims of the text, supporting their ideas with examples and asking questions to encourage further inquiry and discussion</p> <p>-Students take notes to help them with the next task</p>	<p>Teacher uses insights gained from the prior activity to provide further scaffolding, explanation or extension where necessary.</p>
<p>5 minutes</p>	<p><b>Insight generation</b>          -Teacher provides some scaffolding to help students develop their ideas around the representation of Macbeth's ambition in the soliloquy</p>		

<p>15 mins</p>	<p><b>Practice paragraph</b>          -Teacher briefly outlines the success criteria for the task</p> <ul style="list-style-type: none"> <li>• Demonstrates an insightful understanding of the text, its context, characters and ideas</li> <li>• Effectively evaluates how language forms and features shape meaning</li> </ul> <p>Macbeth's ambition makes him willing to destroy others and himself.</p>	<p>-Students write a short answer based on the soliloquy to hand-in</p>	<p>-Opportunity to assess students' understanding of the content and skills reviewed in this lesson          -Students hand-in this task and receive class-wide as well as specific feedback according to the marking rubric</p>
<p>15 mins</p>	<p><b>Students repeat the process above on their own for 2.1.33-64</b>          -Continued for homework</p> <p>Macbeth invites us to look into the world of a man driven by ambition and tortured by regret</p>	<p>Students read and analyse the speech individually or in pairs.</p>	<p>Students hand-in the task for the next lesson to receive feedback</p>
<p><b>Conclusion</b>          5 mins</p>	<p>Teacher summarises lesson, reviews lesson goals and reminds students of their homework due the following week</p>		

## Lesson Plan Template

### Lesson Details

Teacher Education Student			School	
Lesson duration	60 minutes 11:50-12:50	Year 9	Class	
Curriculum area	Stage 5 English	Topic Macbeth	Date	16/10/17

Lesson Title/Focus

Macbeth revision

Syllabus Outcomes

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings)

- Students will analyse visual texts (posters) to creatively organise their understanding of the main themes and ideas of Macbeth
- Students will develop their collaborative skills through group work tasks
- By reflecting on feedback from their work from last lesson, students will be able to write a well-structured body paragraph that supports each point with examples and quotations that are analysed.

Assumed knowledge (ie topic, conceptual understandings, language structures and features, literacy, numeracy and ICT skills, previous stage outcomes)

This is a revision lesson in preparation for yearly exams

- Students already have some knowledge of the play: its structure, characters and thematic concerns.
- From the previous lesson, students have an understanding of soliloquy and have demonstrated an ability to write clearly to express their ideas

Differentiation

- Further scaffolding for paragraph writing is provided to support students who had difficulties in this area
- Success criteria for their essays is also explained to help students of different

abilities select what is the next step they need to take to improve their writing  
 -The group activity is designed to engage gifted students in creative and critical thinking  
 -Classroom activities are designed to support students of all learning preferences, including visual, intra-personal and auditory learners.

Focus for	Literacy -Analysis of visual texts, presenting, writing	Numeracy -Categorisation	ICT -Students type up their edited paragraph and hand it in on Moodle -Students watch Ted-Ed video
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Resources and WHS

-Marking criteria to be shared with students  
 -8x envelopes with posters  
 -Video

**Teaching and Learning Sequence**

Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction 5 minutes	Quick Macbeth revision video to activate students' prior knowledge	Students come in to the room and start watching the video	
Body 15 minutes	<b><u>Macbeth Play Posters Activity</u></b>  -Teacher divides students into groups and gives them each an envelope with a range of posters inside  -Teacher explains that students are to categorise the posters into groups according to any method they would like, but they	-Students break into groups and work together to discuss and analyse the visual texts -Students devise a scheme for organising the posters.	-Teacher moves around the room and assesses students' understanding and engagement

<p>20 minutes</p>	<p>need to be able to explain their reasoning</p> <ul style="list-style-type: none"> <li>-Teacher calls on one student from each group to explain their choices and reasoning</li> <li>-Different ideas are written on the board providing an opportunity to talk about different themes within the play, symbols and characters.</li> </ul>	<ul style="list-style-type: none"> <li>-Students present their findings and contribute to the class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of student's understanding of <u>Macbeth</u>, allowing the teacher to know where students' need further guidance</li> </ul>
<p>20 minutes</p>	<p><b>Paragraph feedback/forward</b></p> <ul style="list-style-type: none"> <li>-Teacher hands back students' work and feedback</li> <li>-Teacher provides some general feedback and leads a discussion based on the marking guides for exam → particular focus on paragraph structure</li> <li>-Teacher presents a work sample, identifying key aspects of the sample paragraph to clarify for students what is required of them</li> <li>-Students to edit/rewrite their paragraphs for the rest of the lesson, to be finished for homework</li> </ul>	<p><b>Student self-reflection</b></p> <ul style="list-style-type: none"> <li>-Students read their feedback, ask any questions they have of the feedback and look over their work. Students then write one or two things that they plan to improve in their paragraph.</li> <li>-Students begin editing/rewriting</li> </ul>	<ul style="list-style-type: none"> <li>-Success criteria provided to help students self-assess their work and know how to improve</li> <li>-Students have an opportunity to act on this feedback immediately</li> </ul>

<b>Conclusion</b> You should indicate approximate timing			

Excerpt of PowerPoint slide

## Paragraph structure

- Student sample TEE paragraph – Hamlet

The conflict between Hamlet's desire and duty is evident as he attempts to fulfill both in his actions. Hamlet on first hearing from the ghost, wishes to act upon his duty to his father before his thoughts interfere. The simile, 'I with wings as swift as meditation or the thoughts of love may sweep to my revenge,' reveals the way in which Hamlet seeks at first to fulfill his duty, neglecting his personal desires. However, Hamlet soon feels the weight of his duty, the rhyme 'O cursed spite, that ever I was born to set it right' demonstrates how Hamlet no longer wants to fulfill his duty and restore order. This causes Hamlet to feel trapped between his duty and desire, emphasised in the images of containment 'there are many confines, wards and dungeons' revealing Hamlet's inner turmoil. The continued conflict between duty and desire is evident in the metaphor 'unpregnant of my cause' revealing Hamlet's inability to act. This causes Hamlet's emotional turmoil to increase, evident in the sarcasm 'This is most brave that I... Prompted to my revenge by heaven and hell, must like a whore unpack my heart with words' demonstrating the way in which Hamlet's desires and emotions have prevented him from fulfilling his duty. Hence, through Hamlet's inner turmoil, it is evident that there is an inherent conflict between his duty and desire.



## Lesson Plan: Year 9

Lesson Details				
Teacher Education Student			School	
Lesson duration	60 minutes 11:50-12:50	Year 9	Class	
Curriculum area	Stage 5 English	Topic Macbeth	Date	18/10/17
Lesson Title/Focus Macbeth revision				
Syllabus Outcomes				
<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure !</p> <p>EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning !</p>				
Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings)				
-Students build fluency in selecting and analysing examples within a text to support an argument				
Assumed knowledge (ie topic, conceptual understandings, language structures and features, literacy, numeracy and ICT skills, previous stage outcomes)				
This is a revision lesson in preparation for yearly exams				
<p>From the previous lessons:</p> <p>-Students already have some knowledge of the play: its structure, characters and thematic concerns.</p> <p>-Students have an understanding of soliloquy and have demonstrated an ability to write clearly to express their ideas</p> <p>-Students are developing their ability to write body paragraphs that use examples to support each of their points.</p>				
Differentiation				
-The group-work activity is broken into steps and scaffolded, with recommendations for those who are struggling with the task (such as reading a summary of the scene				

online), as well as extension activities that engage students in higher-order thinking.

Focus for	<p>Literacy</p> <ul style="list-style-type: none"> <li>-Students read and analyse the language of Shakespeare</li> <li>-Students practice supporting claims about the text with textual evidence and create a PowerPoint to present to the class</li> </ul>	<p>Numeracy</p> <ul style="list-style-type: none"> <li>-Students practice referencing and ordering the play's acts, scenes, and lines</li> </ul>	<p>ICT</p> <ul style="list-style-type: none"> <li>-Students use online resources to support their understanding of Shakespeare</li> <li>-Students create a PowerPoint presentation</li> </ul> <p>Ext: Students use YouTube to watch productions of their scene</p>
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**Resources and WHS**

- Student question slips
- Model PowerPoint presentation
- Written scaffold for group work activity

**Teaching and Learning Sequence**

Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction 5 minutes	<ul style="list-style-type: none"> <li>-Teacher passes slips of paper around and asks students to write down a question or one thing they feel like they need more help with for the upcoming exam.</li> </ul> <p>Quick reminder of homework for Thursday</p>	<p>Students have an opportunity to identify where they need further support</p>	<ul style="list-style-type: none"> <li>-Simple student survey used to identify general issues and help with future planning</li> <li>-The teacher collects students' slips by group during the next activity, allowing for targeted and timely</li> </ul>

			feedback to be given to individual students
Body	<p>10 minutes</p> <p>-Teacher explains group work activity (see student instructions)</p> <p>-Teacher provides an example presentation to model what is expected of students and particularly how to analyse language.</p> <p>45 minutes</p> <p>-Teacher divides students into groups of 3 and gives each group a scene or a part of a scene to focus on (1.5, 1.7, 2.4, 3.1, 3.4, 4.3, 5.1, 5.2, 5.5 5.8)</p>	<p><b>Instructions for students:</b></p> <ul style="list-style-type: none"> <li>• Read your scene</li> <li>• Look-up any terms that you do not understand</li> </ul> <p>(You may like to read a scene summary or modern English translation to help you understand the text better)</p> <p>Make a PowerPoint where you:</p> <ol style="list-style-type: none"> <li>1. Briefly contextualise your scene (when, where, who)</li> <li>2. List the ideas about ambition/deception/kingship/guilt/fate etc. that are developed in the scene (choose those that are relevant)</li> <li>3. Select 5-8 key quotes or examples</li> </ol>	<p>-The example presentation and analysis provides students with a clear understanding of the lesson intentions and success criteria, enabling them to monitor their own progress.</p> <p>-Group work activity is designed so that students can provide feedback to one another</p> <p>-Formative assessment of students' understanding and ability</p>

		<p>that support your insights into these topics and explain how they support your ideas</p> <p>(Remember TEE – you need to analyse how Shakespeare has represented ideas through the language or dramatic devices)</p> <p>PowerPoint will be presented next lesson</p> <p><b>Extension task</b> Find and watch a video of your scene being performed.</p> <p>How did this viewing enrich your understanding of the ideas explored within the scene?</p>	<p>-Teacher continuously checks student progress</p> <p>-Teacher provides feedback to individual groups as they complete the task</p>
<p><b>Conclusion</b> You should indicate approximate timing</p>	<p>-Reminder of homework and what is required for the task</p>		

## Reflection

- Considering grouping students myself in the future rather than having them choose their own groups. I believe that this will help students stay on task and also provides opportunity for more effective differentiation.
- I thought that my classroom management improved in this lesson.
- The PowerPoint activity was helpful for giving students a tangible goal
- While I thought the model PowerPoint was useful for demonstrating to students how to analyse language for meaning, students work revealed that they still struggled with this concept.